



# SC Annual School Report Card Summary

**SEDFIELD MIDDLE**  
**Berkeley**  
**Grades: 6-8** Enrollment: 899  
**Principal: Michael G. Lucas**  
**Superintendent: Rodney Thompson**  
**Board Chair: Kathy Schwalbe**

## PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on [www.ed.sc.gov](http://www.ed.sc.gov) and [www.eoc.sc.gov](http://www.eoc.sc.gov) as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2011	Average	Average	TBD	TBD	Not Met	N/A
2010	Average	Average	N/A	N/A	Not Met	N/A
2009	Average	Average	N/A	N/A	Not Met	N/A

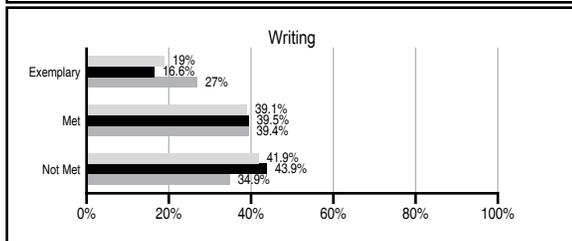
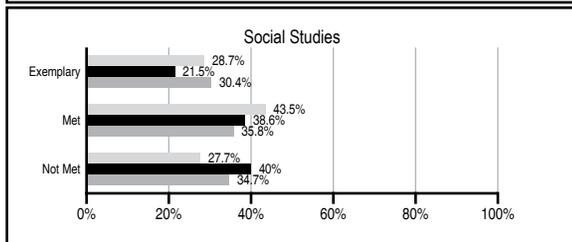
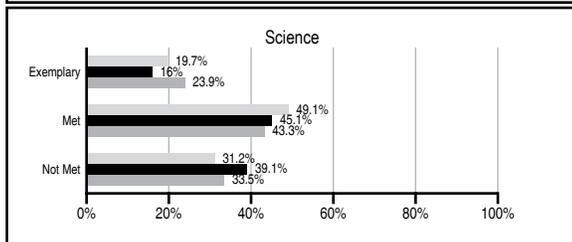
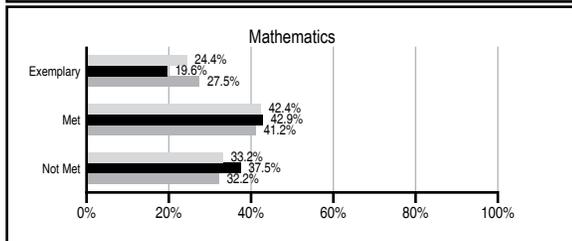
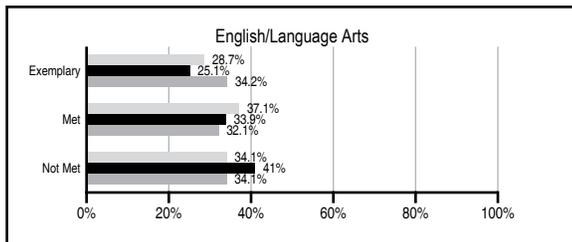
## ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	1	33	12	2

\*Ratings are calculated with data available by 11/09/2011. Schools with Students Like Ours are Middle Schools with Poverty Indices of no more than 5% above or below the index for this school.

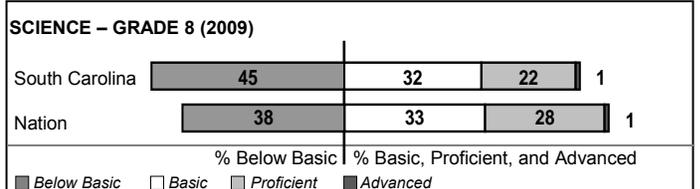
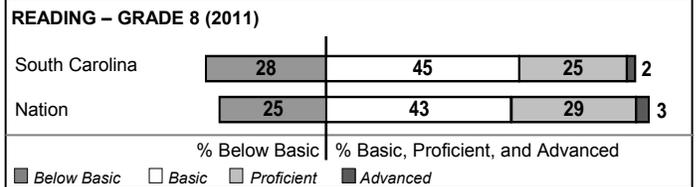
## PASS PERFORMANCE

Our School Middle Schools with Students Like Ours Middle schools statewide



## NAEP PERFORMANCE\*

\* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



## END OF COURSE TESTS - 2011

% of students scoring 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0	96.5
English 1	93.9	91.1
Biology 1/Applied Biology 2	N/A	93.1
Physical Science	N/A	46.2
US History and the Constitution	N/A	N/A
All Subjects	96.9	94.8

## SC PERFORMANCE VISION

*By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.*

### Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined  
 NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

# SEDFIELD MIDDLE [Berkeley]

## SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=899)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	42.5%	Up from 35.8%	17.2%	24.5%
Retention rate	0.8%	Down from 1.4%	0.5%	0.7%
Attendance rate	97.9%	Up from 97.8%	95.6%	95.9%
Served by gifted and talented program	11.4%	Up from 10.8%	13.0%	17.8%
With disabilities other than speech	6.3%	Down from 13.2%	10.2%	9.2%
Older than usual for grade	2.3%	Down from 4.3%	2.2%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Down from 2.7%	0.8%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=52)</b>				
Teachers with advanced degrees	61.5%	Down from 62.5%	56.1%	60.0%
Continuing contract teachers	61.5%	Down from 72.9%	80.5%	82.6%
Teachers returning from previous year	78.2%	Up from 77.9%	82.8%	85.6%
Teacher attendance rate	98.4%	Up from 94.7%	95.2%	95.3%
Average teacher salary*	\$45,044	Down 1.5%	\$45,077	\$46,300
Classes not taught by highly qualified teachers	0.4%	Down from 16.0%	1.4%	1.2%
Professional development days/teacher	11.1 days	Up from 5.8 days	10.8 days	9.9 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	23.3 to 1	Down from 23.6 to 1	20.6 to 1	21.5 to 1
Prime instructional time	96.4%	Up from 92.0%	90.3%	90.1%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	77.0%	Down from 82.7%	96.7%	98.1%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$7,063	Down 7.3%	\$8,186	\$7,634
Percent of expenditures for instruction**	61.7%	Up from 58.8%	64.1%	64.0%
Percent of expenditures for teacher salaries**	56.5%	Up from 55.4%	59.6%	61.2%
% of AYP objectives met	86.2%	Down from 93.1%	71.4%	80.5%

\* Length of contract = 185+ days.

\*\* Prior year audited financial data available.

## EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	46	249	121
Percent satisfied with learning environment	80.0%	72.2%	82.1%
Percent satisfied with social and physical environment	95.7%	80.9%	71.4%
Percent satisfied with school-home relations	37.0%	82.2%	65.0%

\*Only students at the highest middle school grade level at this school and their parents were included.

## REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Sedgefield Middle School serves students in grades six through eight. We strive to provide a rigorous curriculum within a safe learning environment to meet the needs of all students. The core curriculum emphasizes ELA, Mathematics, Social Studies and Science. 100% of our Algebra 1 and English 1 students passed end of course exams. Eighth grade students also have the opportunity to earn a high school credit in Keyboarding and Computer Applications. In addition to our core curriculum, students also have the opportunity to become actively involved in other areas such as Physical Education, Health, Art, Spanish, Chorus and computers.

Sedgefield Middle School teachers utilize inviting and engaging teaching strategies that encourage students to write across our standards-based curriculum. Our school uses the Making Middle Schools Work (MMGW) school improvement initiative.

Sedgefield Middle students are encouraged to participate in activities and clubs such as Junior Beta Club, Student Council, service learning activities, Shark News and yearbook. Academic challenge opportunities include Quest Quiz Bowl and the Post and Courier Challenge, while those musically inclined may choose to vie for selection in All-County Band or All County Chorus. Sedgefield Middle School is a 6-8 SACS accredited school located in Berkeley County with an enrollment of 869 students. Free and reduced-price lunch data indicate that 85% of the students live in families receiving financial assistance. The diverse population remains stable for students attending the school. Sedgefield's Growth Rating for this year was Average and the Absolute Rating was Average. Within the Sedgefield learning community 42% are African American, 38% are Caucasian, 15% are Hispanic, and 5% are Asian. The percentage of ESL students is increasing annually. Our students and their families speak the following languages: Spanish, Portuguese, and Tagalog. Over 66% of our students live in single parent homes and/or are being raised by grandparents. Our needs assessment is based on the 2010 PASS, Aims Web and MAP scores with approximately 37.9 % students scoring below basic in English Language Arts and 31.8% scoring below basic in Math. In reference to MAPS, students exceed national norm means in Math, Language Usage, and Reading in sixth grade and meet the norm in seventh grade Math. However, all other MAP scores fall below the national means; in seventh grade, Reading and Language Usage fell along with eighth grade norms in Reading, Language Usage and Math. Achievement data from the 2010 PASS reflects 27 out of 29 objectives were met. The two that were not met will be targeted areas focused on within the Strategic Plan along with other needs.

Data from the Measures of Academic Progress (MAP) shows an increase in average growth from fall to spring in all areas except for Math in the eighth grade. We feel these increases were a result of our 2010 strategic plan and its strategies. We still feel the need for the following: remediation in higher order thinking skills; hands on manipulative instruction in math concepts and measurement; grammar and sentence structure; vocabulary and comprehension skills; the writing process; and test-taking strategies. In the subjects of Science and Social Studies the areas of conceptual understanding and comprehension are areas of weaknesses and also need to be addressed.

Michael G. Lucas, Principal  
Carie Taylor, School Improvement Council Chairperson

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